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ABSTRACT

The Los Angeles Unified School District (LAUSD) (California) conducts an annual survey of the educational experiences and plans of its high school graduates. Results from the 1998 survey are analyzed and summarized in this report, with results by ethnicity and gender reported only when there are large group differences. In fall 1997, 28,316 seniors were enrolled in LAUSD schools, and of these, 15,875 (56%) completed questionnaires for the study. More than 95% of the respondents expected to graduate. Their mean score (from student reports) for the Scholastic Assessment Test mathematics component was 530 and the verbal mean was 510. About 16% had considered dropping out of school and decided against it. Approximately 36% planned to attend 4-year colleges full time, and 25% planned to attend 2-year colleges full-time. A large percentage of Asian student planned to attend 4-year schools full-time. Most students intended to go to state schools. Teaching was the occupation planned by the largest number of students. Seniors noted the quality of education, teachers, variety of programs, school locations, counselors, and extracurricular activities as the top features of their schools, but they identified lack of money as the greatest problem facing their schools. Appendixes comprising half the report contain tables of study data and the graduate questionnaire. (Contains 13 figures and 9 tables.) (SLD)

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ED 429 162

PLANS OF THE 1998 GRADUATES

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 711

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PLANS OF THE 1998 GRADUATES

LOS ANGELES UNIFIED SCHOOL DISTRICT

Publication No. 711

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Los Angeles Unified School District

January 1999

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Table of Contents

		Page
List of Figures		v
List of Tables		vi
Executive Summary		vii
Introduction		1
Survey Procedures		1
Analysis Procedures		2
Findings		2
I	Demographics	3
II	High School Experiences	3
	Courses and Grade Point Average	3
	Part-Time Work	3
	Hours on Homework	7
	Aptitude Tests (SAT and ACT)	7
	Dropout Issues	7
III	Future Plans	11
	Universities/Colleges	11
	CSU and UC Eligibility	14
	Wish Courses	14
	Occupations	14
IV	Seniors' Opinions	14
	Schools Ratings	18
	Subjects Ratings	18
Appendices		
	Appendix A: Tables	21
	Appendix B: Questionnaire	39

List of Figures

Figure		Page
1	Ethnic and Gender Representation of Responding Seniors (Ethnic N = 15,198; Gender N = 15,650)	4
2	Percentages of Seniors Who Took Different Sequence of Classes, by Ethnicity (N = 14, 054)	5
3	Average Number of Years Seniors Took These Subjects (N = 15,875, except for Electives; Courses N = 7,868)	6
4	Percentage of Seniors Who Worked Part-Time, by Ethnicity (N = 15,011)	8
5	Percentage of Seniors Who Took the SAT, by Ethnicity (N = 14,478)	9
6	Reasons Seniors Considered Dropping Out	10
7	Reasons Seniors Changed Their Minds About Dropping Out	12
8	Future School Plans	13
9	Percentage of Seniors Who Were CSU and/or UC Eligible by Ethnicity (CSU N = 4,134) (UC N = 2,724)	15
10	Courses Students Wished They Had Taken	16
11	Biggest Problems Facing Schools (N = 15,078)	17
12	Seniors' Ratings of Their Quality of Instruction	19
13	Seniors' Ratings of Their Schools	20

List of Tables

Table		Page
A-1	Number of Surveys Returned, by School	21
A-2	Grade-Point-Average (GPA) of Seniors, by Ethnicity and Gender	24
A-3	Hours of Homework Completed by Seniors Each Week, by Ethnicity and Gender	25
A-4	Seniors' SAT I Scores, by Ethnicity and Gender	26
A-5	Reasons that Seniors Considered Dropping Out, by Ethnicity and Gender	27
A-6	Reasons that Seniors Changed Their Minds About Dropping Out, by Ethnicity and Gender	28
A-7	Seniors' Plans for Fall 1998, by Ethnicity and Gender	29
A-8	Listing of Vocational and Technical Schools or Colleges and Universities Seniors Plan to Attend in Fall 1998	31
A-9	Listing of Seniors' Future Occupations	35

Executive Summary

The *Plans of the Graduates* is an annual study conducted to obtain information on the educational experiences and plans of the Los Angeles Unified School District (LAUSD) graduates. Results from the 1998 Plans of the Graduates surveys were analyzed and summarized in this report. Results by ethnicity and gender are only included when there are large group differences. This report provides information to senior high school staff, district level administrators, and others with interest in graduate issues.

As of fall 1997, 28,316 seniors were enrolled in LAUSD high schools. Of these, 15,875 (56%) completed questionnaires for this study in spring 1998. These are the major findings:

- More than 95% of the responding seniors expected to graduate in June 1998.
- Seniors reported taking an average of 2.6 years of history, 3.3 years of English, 2.5 years of college preparatory classes, 2.1 years of laboratory science, 1.9 years of foreign languages, 1.5 years of visual/performing arts, and 2.0 years of college preparatory elective courses.
- Seniors reported having a mean score of 530 on the Scholastic Aptitude Test I (SAT) mathematics component and a mean score of 510 on the verbal component. The average American College Test (ACT) standard score was 21.
- About 16% of the seniors had considered dropping out of school but decided against it. Reasons cited more often than others for considering dropping out were poor grades and family issues. Popular reasons for seniors' changing their minds about dropping out were the belief that it was important to graduate, and peer and family encouragement.

- Approximately 36% of the responding seniors planned to attend 4-year colleges full-time and 25% planned to attend 2-year colleges full-time. A larger percentage of Asian students intended to attend full-time at 4-year colleges than other ethnic groups.
- The 4-year colleges chosen by most students were California State University, Northridge, California State University, Los Angeles, and University of California, Los Angeles. The 2-year colleges chosen by most students were Santa Monica College, Pierce City College, and Los Angeles Valley College.
- Approximately 18% of the seniors were University of California (UC) eligible, and 27% were California State University (CSU) eligible. Higher percentages of Asian, White, and Filipino students were both UC and CSU eligible than students of other ethnic groups.
- Relative to future employment, the largest number of seniors planned to be teachers.
- Seniors noted their quality of education, teachers, variety of programs, school locations, counselors, and extracurricular activities as the top features of their schools. On the other hand, they identified lack of money to be the number one problem facing their schools.
- Seniors gave all areas of their instruction Above Average ratings.

Introduction

The *Plans of the Graduates* is one in a series of annual studies of high school students in the Los Angeles Unified School District (LAUSD). The Program Evaluation and Research Branch of the District has been conducting this survey since 1949. The present study surveyed the educational experiences and plans of the District's 1998 graduates. These graduates were students from the District's regular high schools, continuation high schools, schools of choice, special education schools, and opportunity schools. Graduates in adult division schools were not included. The report provides information to senior high school staff, administrators, and others with interest in and responsibility for District graduates.

Survey Procedures

Surveys were sent to high schools during the 2nd semester, approximately 1 month before graduation. The number of forms sent to schools was based on 12th grade enrollment data as reported in the 1997 *Fall Ethnic Survey*, which totaled 28,316 seniors. Extra forms were included in case senior enrollment had increased over the norm day counts. Graduating seniors were directed by school staffs to complete the forms. Completed forms were returned to the Program Evaluation and Research Branch (PERB) for analyses.

The Spring 1998 Survey of 12th Graders was developed by the PERB staff. The three-part, 32-item questionnaire, slightly modified from the Spring 1997 edition, was used to gather data for the report.

Part I of the questionnaire, "High School Experiences," consisted of 25 questions requesting students' background information, i.e., name, sex, ethnicity, and birthdate. It also included questions pertaining to students' high school experiences.

Part II, "Future Plans," consisted of three questions regarding students' plans for higher education and their plans for employment. Specifically, seniors were asked to name the higher education institutions they planned to attend the following fall. They were also requested to state their future occupation plans.

Part III, "Seniors' Opinions," consisted of four questions. Two questions afforded seniors the opportunity to identify their school's best features as well as their problems. Seniors then rated the quality of education they received.

Analysis Procedures

Student data are summarized with frequencies, percentages, and means. Findings are presented in figures and tables. Figures appear within the text and tables are in Appendix A. Individual schools are not included, with the exception of Table A-1. Details of ethnicity and gender are provided as Tables in the Appendix.

Findings

Results of the survey are presented in sections based on the three parts in the questionnaire. Results by ethnic and gender groups are provided when there are large group differences. The seven ethnic groups that are included in data comparisons are American Indian/Alaskan Native, Asian, Black, Filipino, Hispanic, Pacific Islander, and White students. Data comparisons of gender groups include male and female students.

Demographics

Although the number of seniors enrolled in LAUSD senior high schools was 28,316 students, only 15,875 (56%) returned their survey forms. Table A-1 includes a list of schools that returned their surveys. The respondents' median age was 18 years old. Approximately 59% of those surveyed lived within their school's attendance area. Relative to ethnic background, almost half of the respondents were Hispanic students (47%). There were comparable percentages of male (48%) and female (52%) respondents (Figure 1).

High School Experiences

More than 95% of the responding seniors expected to graduate in June 1998. Most of them took either a general academic (51%) or a college preparatory (46%) sequence. Only 3% of the seniors took a vocational sequence. A larger percentage of Asian students (64%) reported taking a college preparatory sequence than students from comparison ethnic groups (Figure 2). Including all 9th through 12th grade college preparatory classes taken, seniors averaged 3.3 years of English, 2.6 years of history, and 2.5 years of college preparatory classes (Figure 3).

The mean grade-point-average (GPA) for the responding seniors was 2.8. Most of them reported their GPA as 2.0 to 2.99 (47%), 3.0 to 3.49 (34%), or 3.5 to 4.0 and above (18%). Slightly more female students had 3.0 and above GPA's. More than 40% of the Asian students reported 3.5 and above GPAs (Table A-2).

Slightly more than half of the respondents (54%) worked part-time while attending high school. More White students (68%) reported working part-time than other ethnic groups.

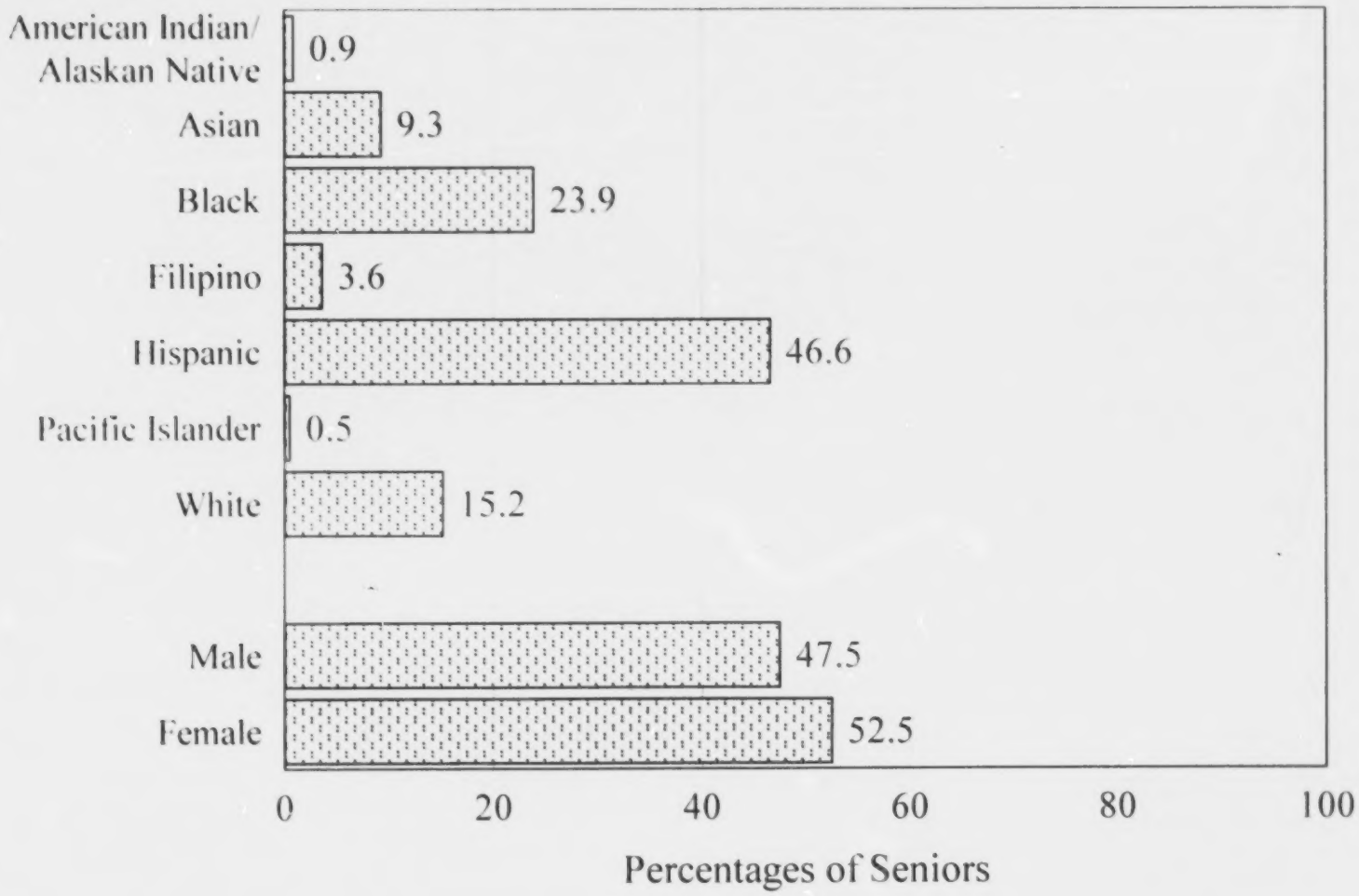

Figure 1. Ethnic and Gender Representation of Responding Seniors (Ethnic N = 15,198; Gender N = 15,650)*

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*Group totals by ethnicity and gender differ because some students did not identify their ethnicity.

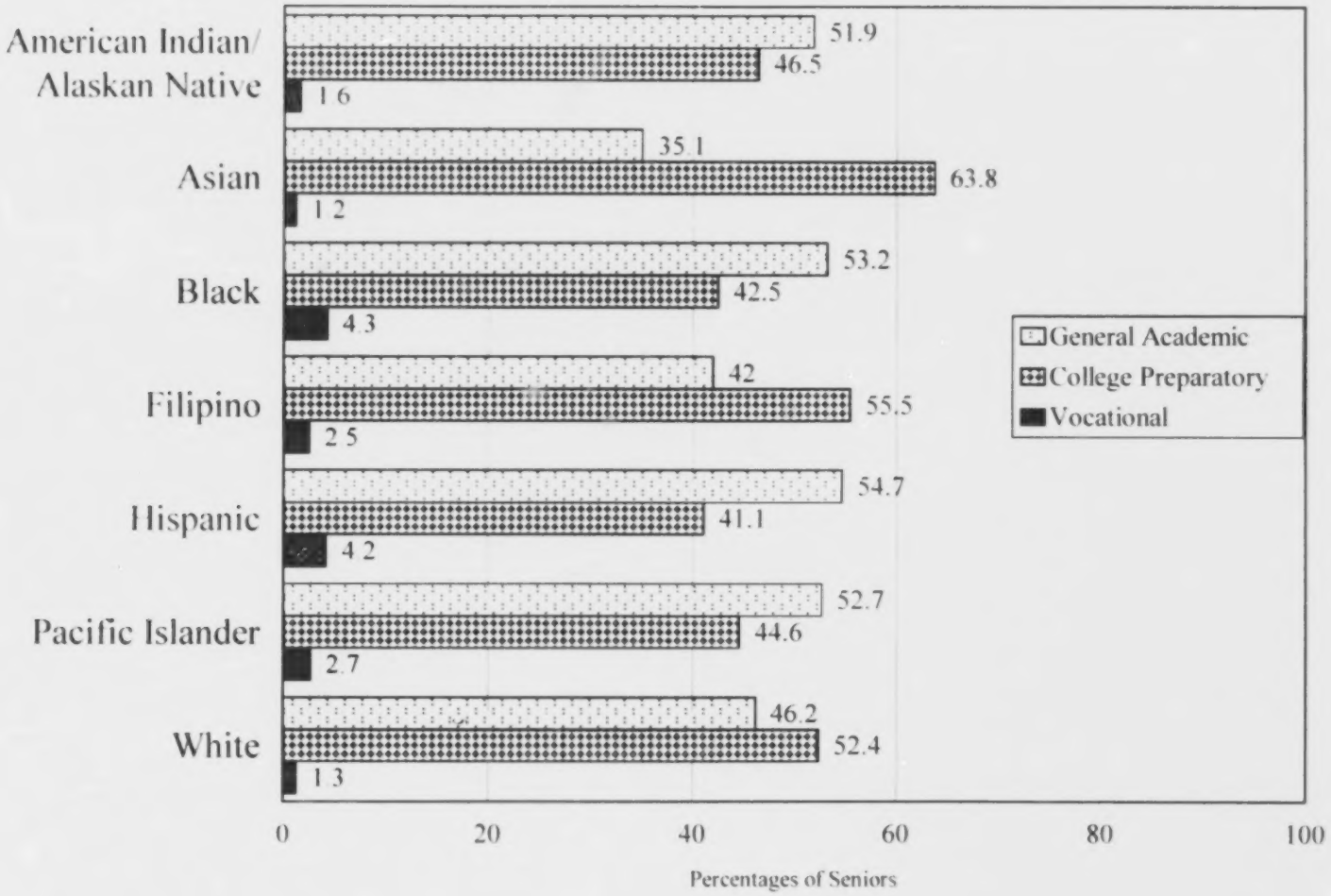

Figure 2. Percentages of Seniors Who Took Different Sequence of Classes, by Ethnicity (N = 14,054)

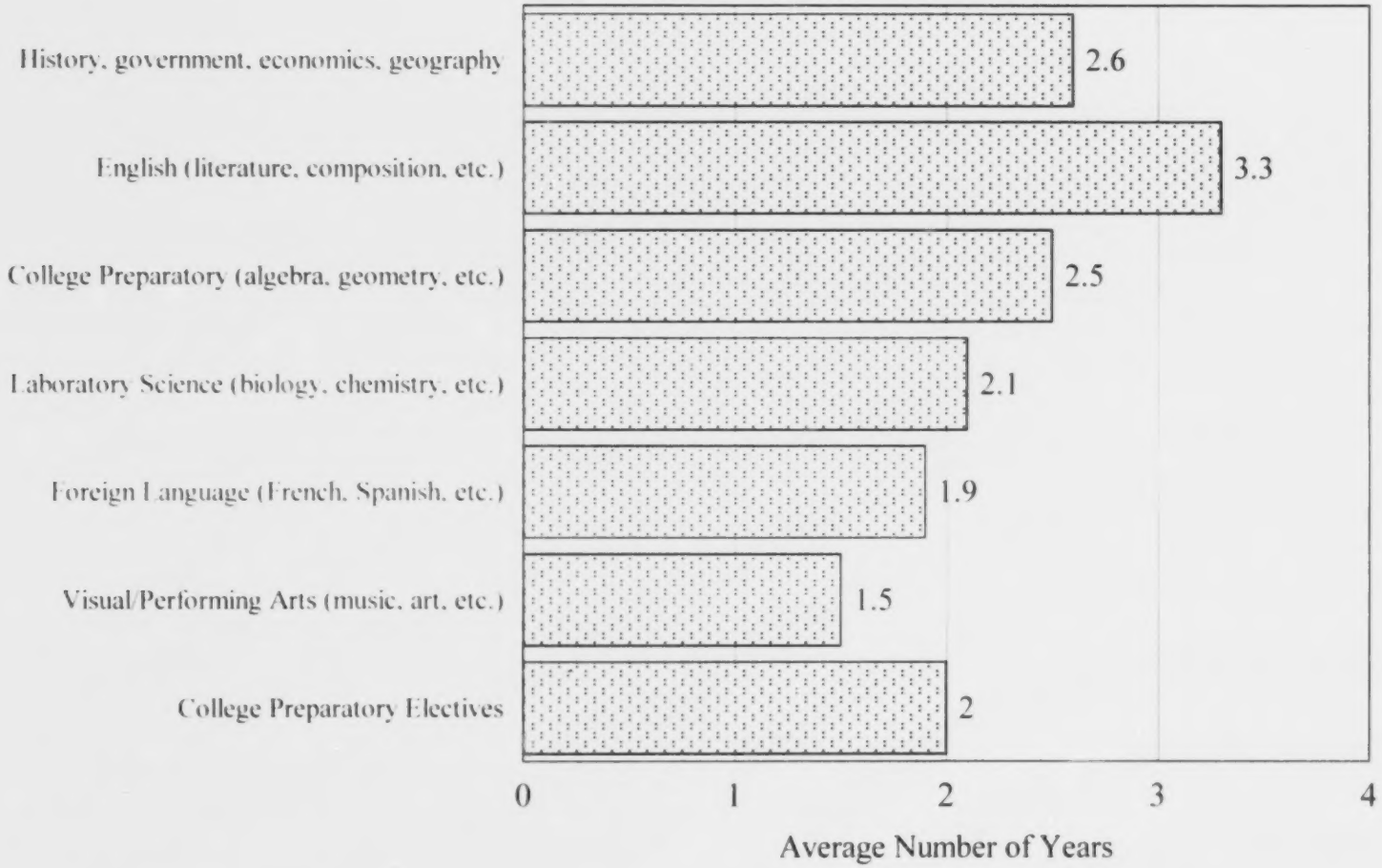

Figure 3. Average Number of Years Seniors Took These Subjects

(N = 15,875, except for Electives; Courses N = 7,868)

especially when compared to Asian students (45%, Figure 4). A small number of seniors (14%) reported to have taken English as a Second Language (ESL) courses.

When asked how much time seniors spent on homework, 45% had spent at least one hour daily. Approximately 48% spent at least one hour per week and 7% spent less. Table A-3 shows hours of homework completed by seniors each week, by ethnicity and gender.

Only half of the seniors (51%) had taken the Scholastic Aptitude Test I (SAT I). Seniors tended to take the SAT I more than one (mean = 1.75) time. A larger percentage of Asian students (85%) took the SAT I than other ethnic groups (Figure 5). Only about half of the seniors who reported having taken the SAT I actually gave their scores. The average score on the verbal component was 510 and the average score on the mathematics component was 530. Table A-4 reveals seniors' SAT scores by ethnicity and gender. About 2,600 (20%) students had taken the American College Test (ACT), with slightly more than half of them giving their scores. The average ACT score was 21.

The dropout issue has been, and still is, of major concern to staff at all levels in LAUSD. Seniors are an excellent source of information on reasons they considered for dropping out, and for changing their minds and staying in school. When seniors were asked whether they had ever considered dropping out of school, 16% said "yes." Poor grades (15%) and family issues (15%) were two major reasons for considering dropping out (Figure 6). Others appear in Table A-5, by ethnicity and gender.

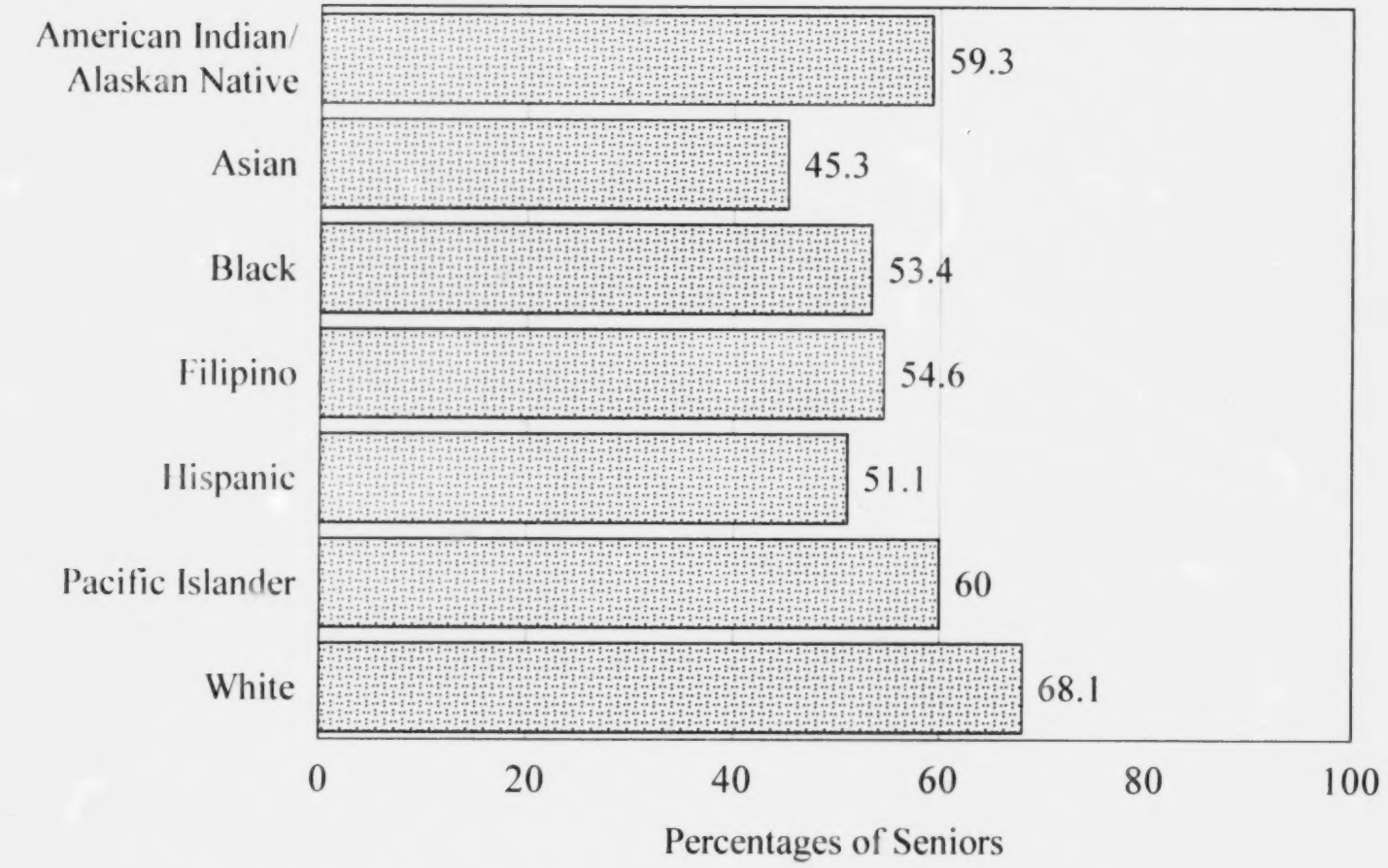

Figure 4. Percentage of Seniors Who Worked Part-Time, by Ethnicity

(N = 15,011)

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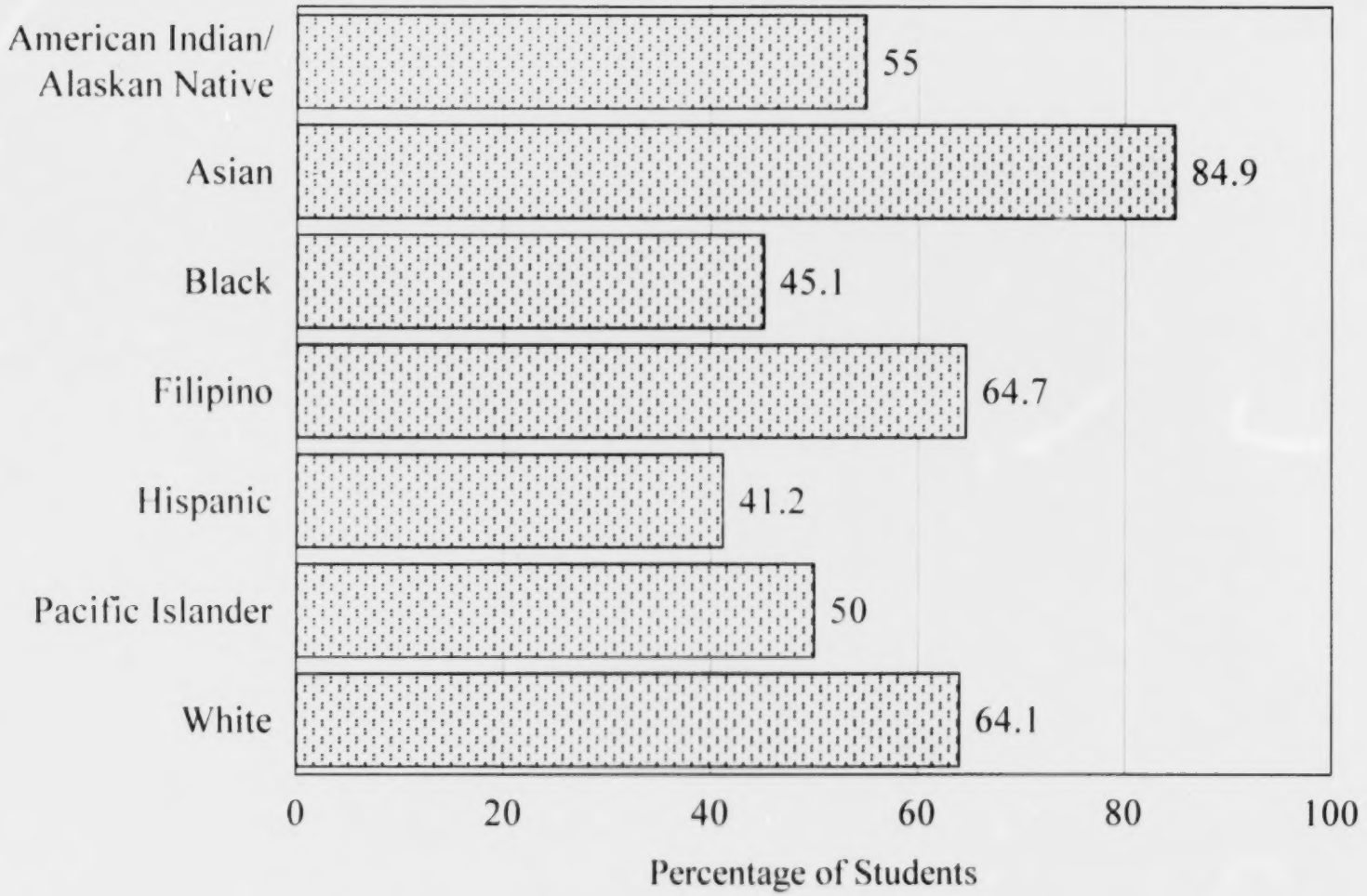

Figure 5. Percentage of Seniors Who Took the SAT I, by Ethnicity

(N = 14,478)

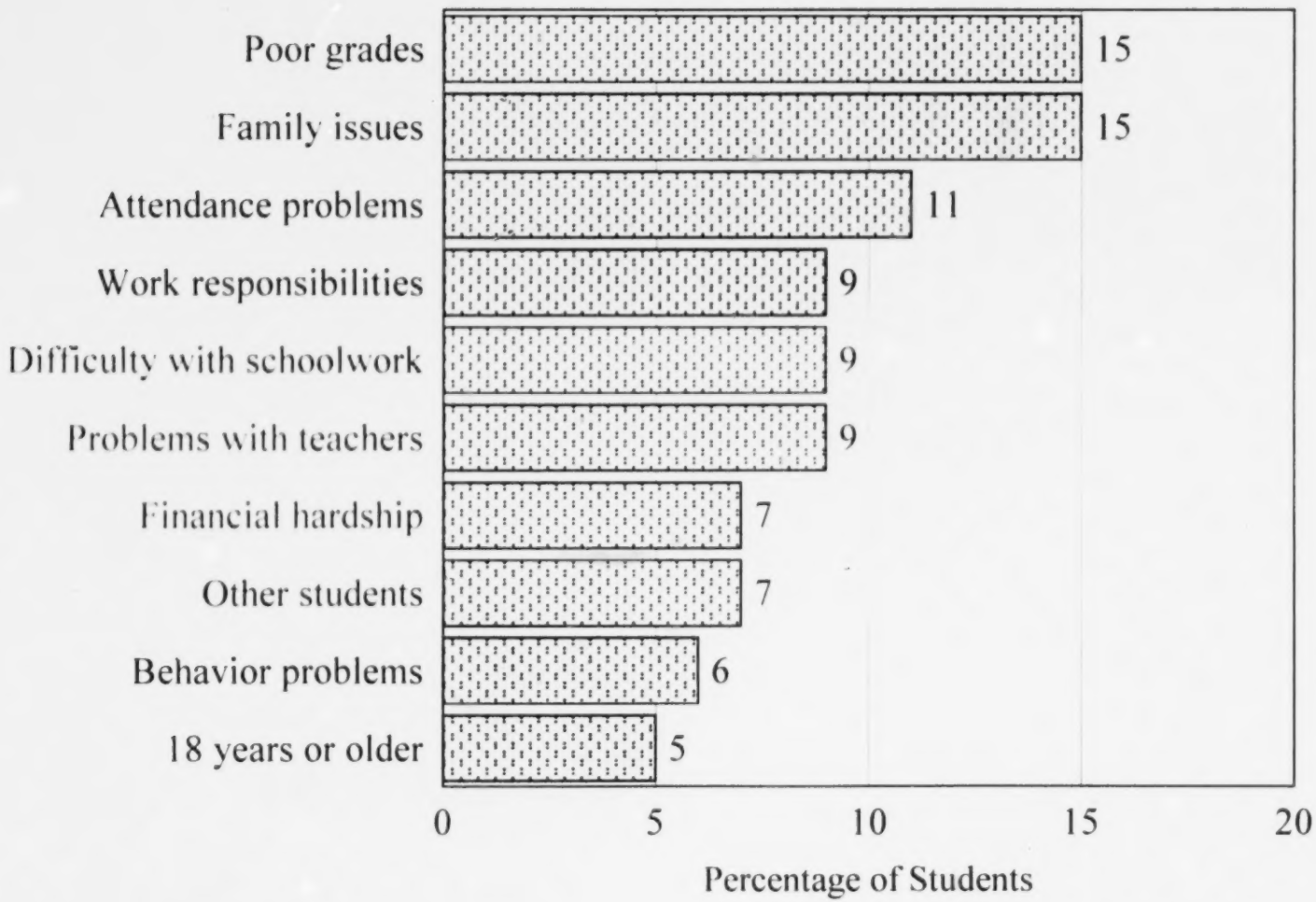

Figure 6. Reasons Seniors Considered Dropping Out

Note. Students may report more than one reason. Only 16% of the seniors who considered dropping out responded to this item.

Seniors were also asked why they changed their minds about dropping out and what led them to stay in school. More than one third (39%) changed their minds because they believed it was important to graduate. A considerable percentage stayed in school because of family (19%) and peer (12%) encouragements (Figure 7). Table A-6 shows reasons that seniors changed their minds about dropping out, by ethnicity and gender.

Future Plans

Seniors revealed a wide range of plans to continue their education, including attending 4-year colleges and universities, 2-year colleges, and vocational and technical schools. Approximately 36% of the responding seniors planned to attend 4-year colleges full-time, while 25% planned to be full-time students at 2-year colleges. Another 19% planned to attend school part-time and work part-time (Figure 8). The largest percentage of students intending to attend full-time at 4-year colleges and universities were Asian (68%) (Table A-7).

Seniors named hundreds of vocational and technical schools or universities and colleges they had chosen to attend next fall. These institutions ranged from local trade schools to prestigious universities throughout the United States. The majority of the college-bound students selected schools within Southern California. The 4-year colleges chosen by most were California State University, Northridge (n = 847), California State University, Los Angeles (n = 437), and University of California, Los Angeles (n = 387). The 2-year colleges selected by most students were Santa Monica College (n = 1,145), Pierce City College (n = 824), and Los Angeles Valley College (n = 606) (Table A-8).

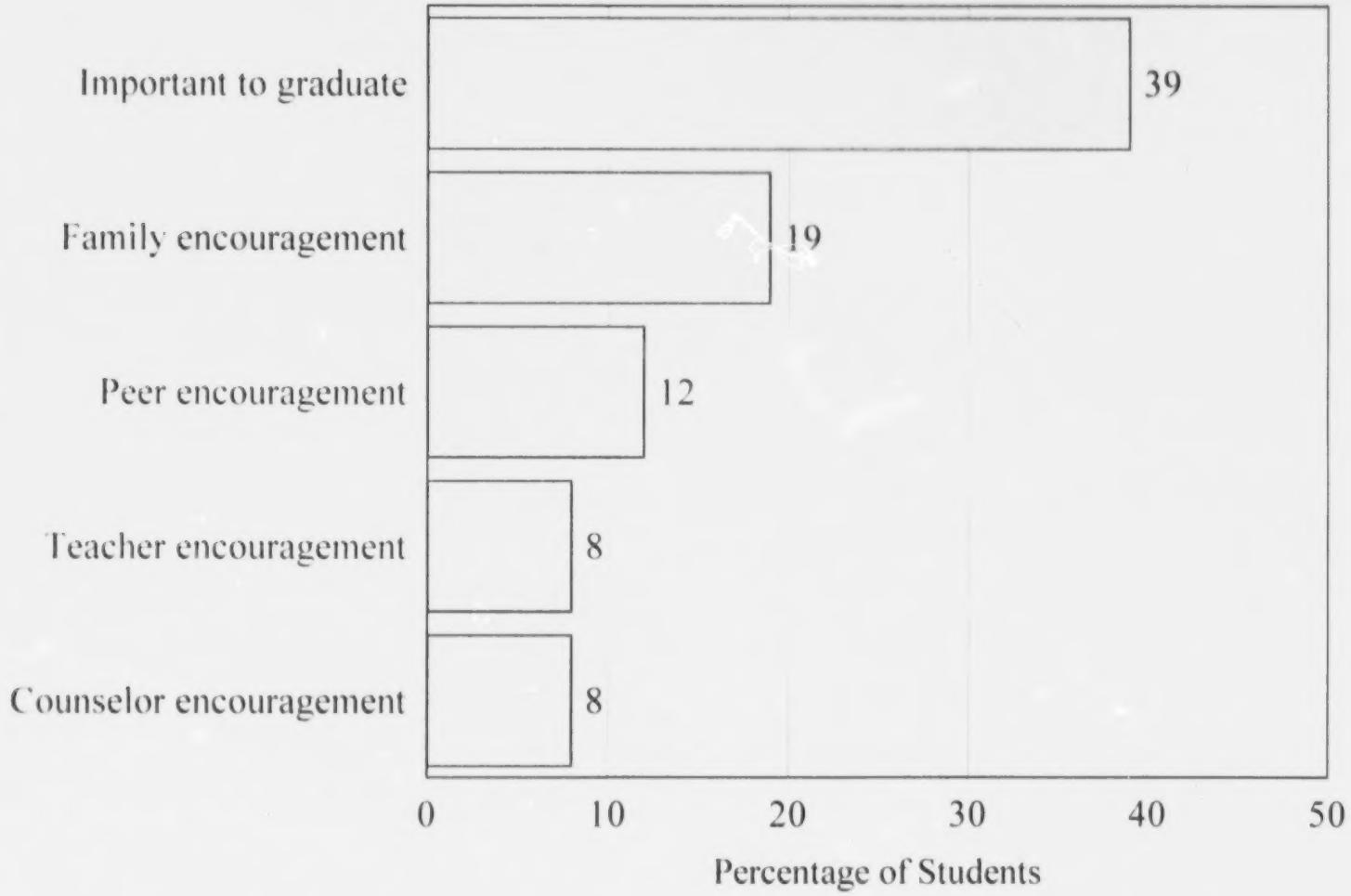

Figure 7. Reasons Seniors Changed Their Minds About Dropping Out

Note. Students may report more than one reason. Only 16% of the seniors who considered dropping out responded to this item.

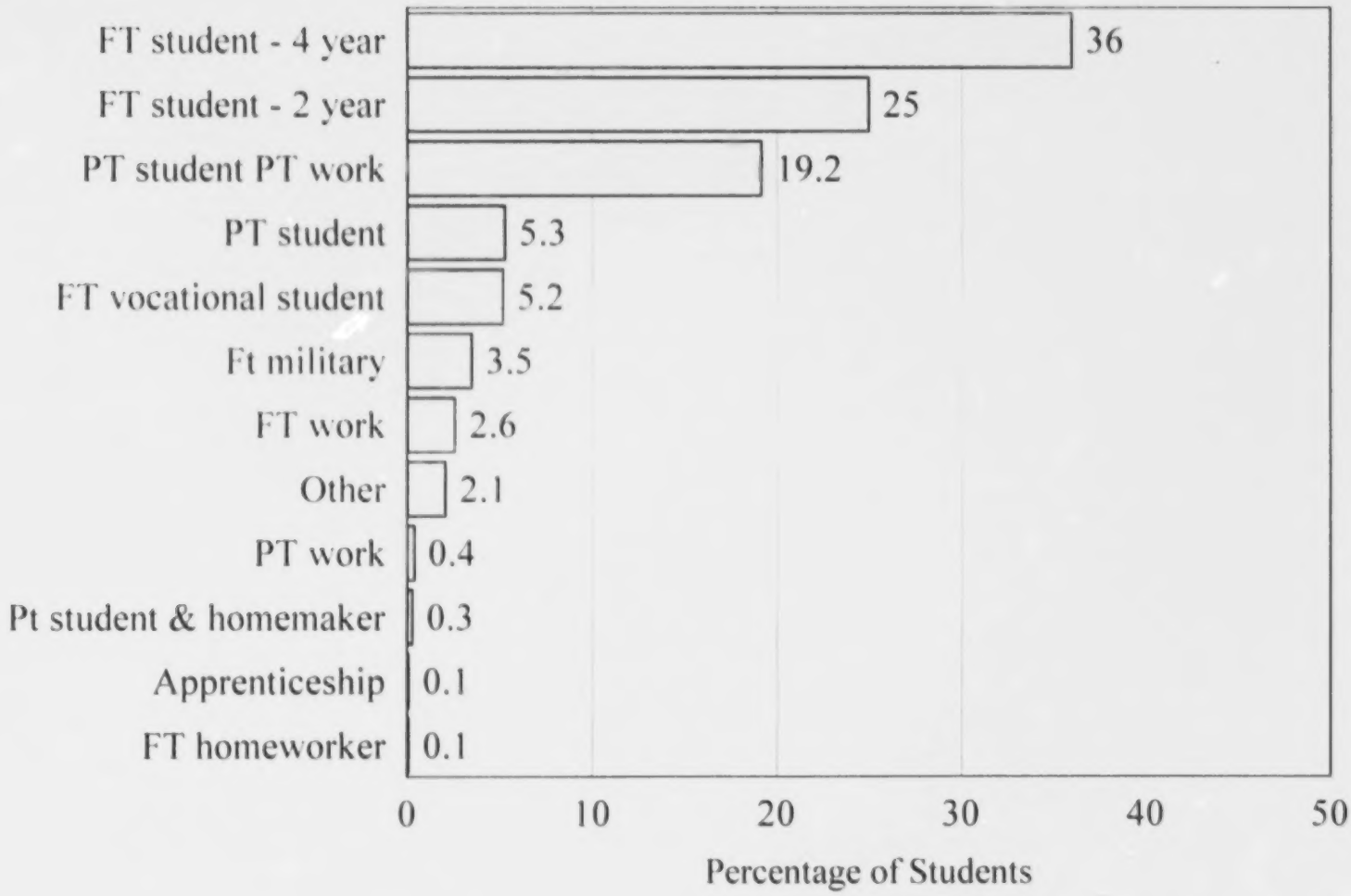

Figure 8. Future School Plans

Note. Students may report more than one item. Only 16% of the seniors who reported having considered dropping out responded to this item.
FT = Full-time; PT = Part-time.

Student eligibility for enrolling in the University of California and California State University was determined by considering their SAT and/or ACT scores, their GPA and the courses they had taken. Approximately 18% of the seniors were University of California-eligible, and 27% were California State University-eligible. Higher percentages of Asian (43%), White (34%), and Filipino (31%) students were University of California-eligible than were students of other ethnic groups (Figure 9). Similarly, higher percentages of Asian (48%), Filipino (%) and White students (42%) were California State University-eligible than were students of other ethnic groups.

Seniors were also asked to choose from a list of nine courses, those they wished they had taken while in high school but did not. Many wished they had taken computer science (29%) and business education (27%) courses. Others wished they had taken industrial arts (14%) and fine arts (13%) courses (Figure 10).

Seniors listed a variety of occupations that they planned to enter. The highest number of students (n = 1,140) reported the teaching profession as their intended future occupation (Table A-9). Business (n = 784), medicine (n = 733), nursing (n = 654), and law enforcement (n = 637) were other common choices (Table A-9).

Seniors' Opinions

About 95% of the seniors responded to the question about the biggest problem facing their schools. More than one fourth of them (27%) perceived a lack of money to be the number one problem. Another 15% reported student apathy as the biggest problem. A group of 1,953 (13%) seniors reported that there were no serious problems facing their schools (Figure 11).

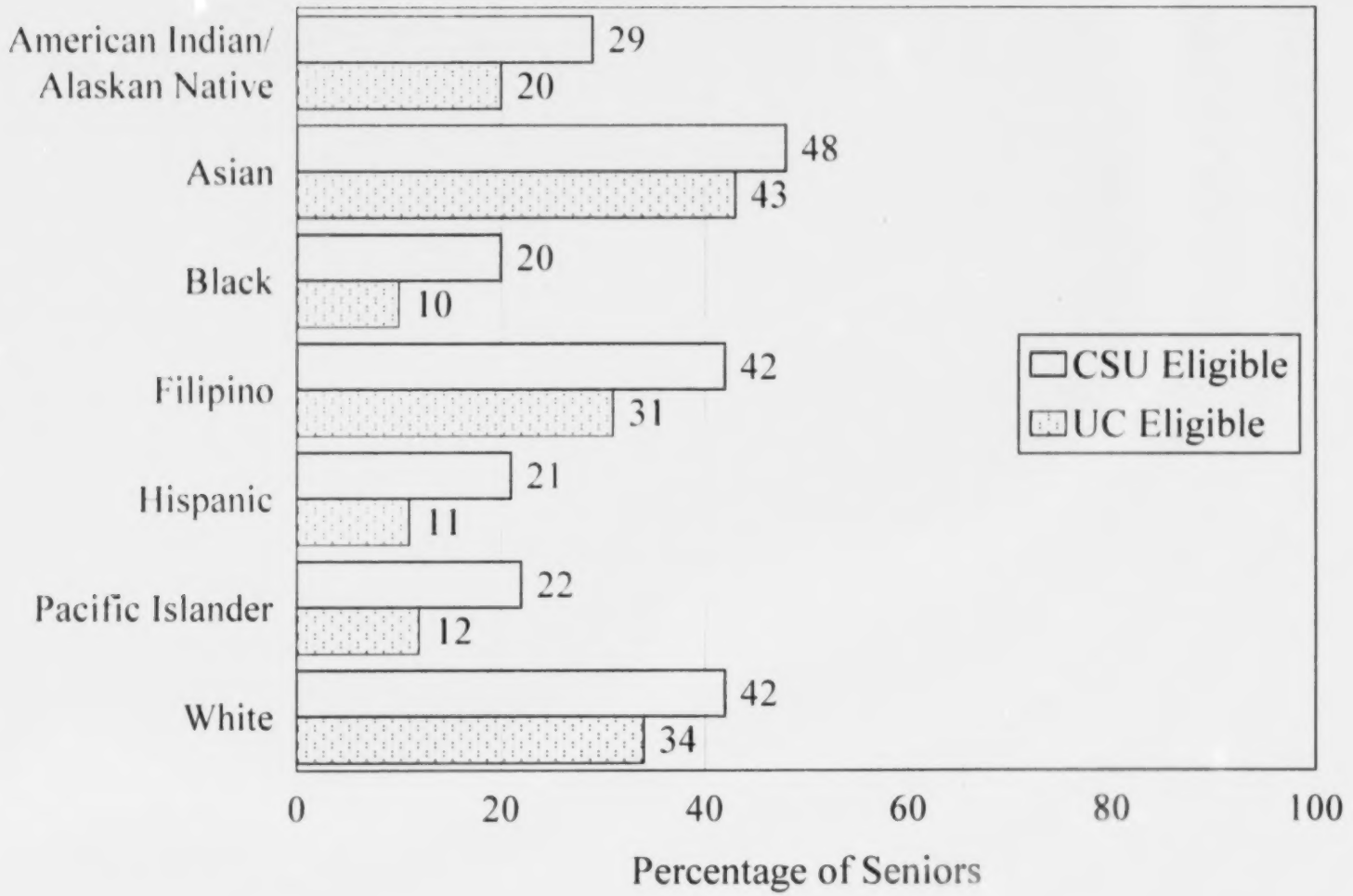

Figure 9. Percentage of Seniors Who Were CSU (N = 4,134) and/or UC (N = 2,724) Eligible, by Ethnicity

Note. Seniors can be both CSU and UC eligible.

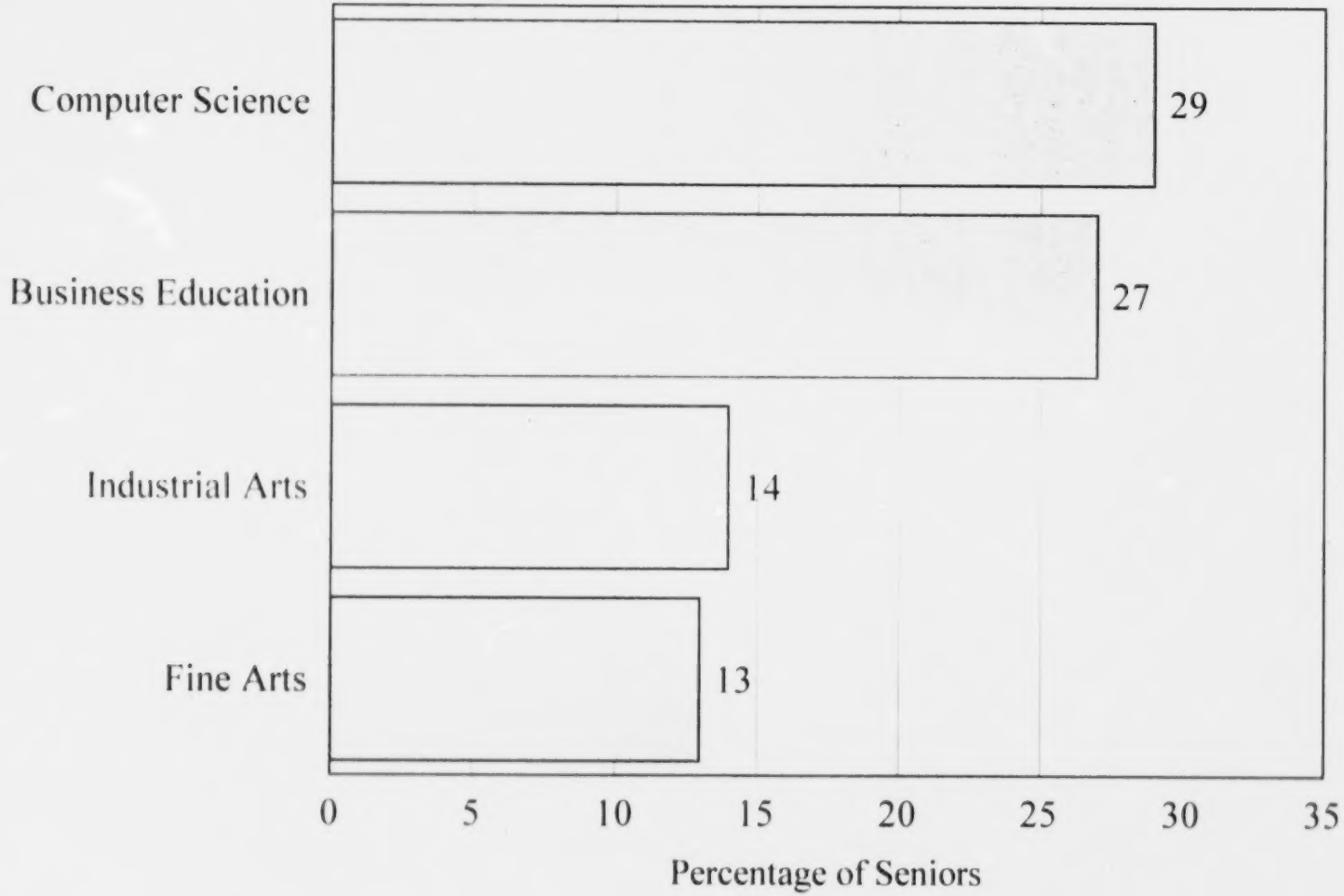

Figure 10. Courses Seniors Wished They Had Taken

Note. Students may reported more than one course. Number of responses vary by courses.

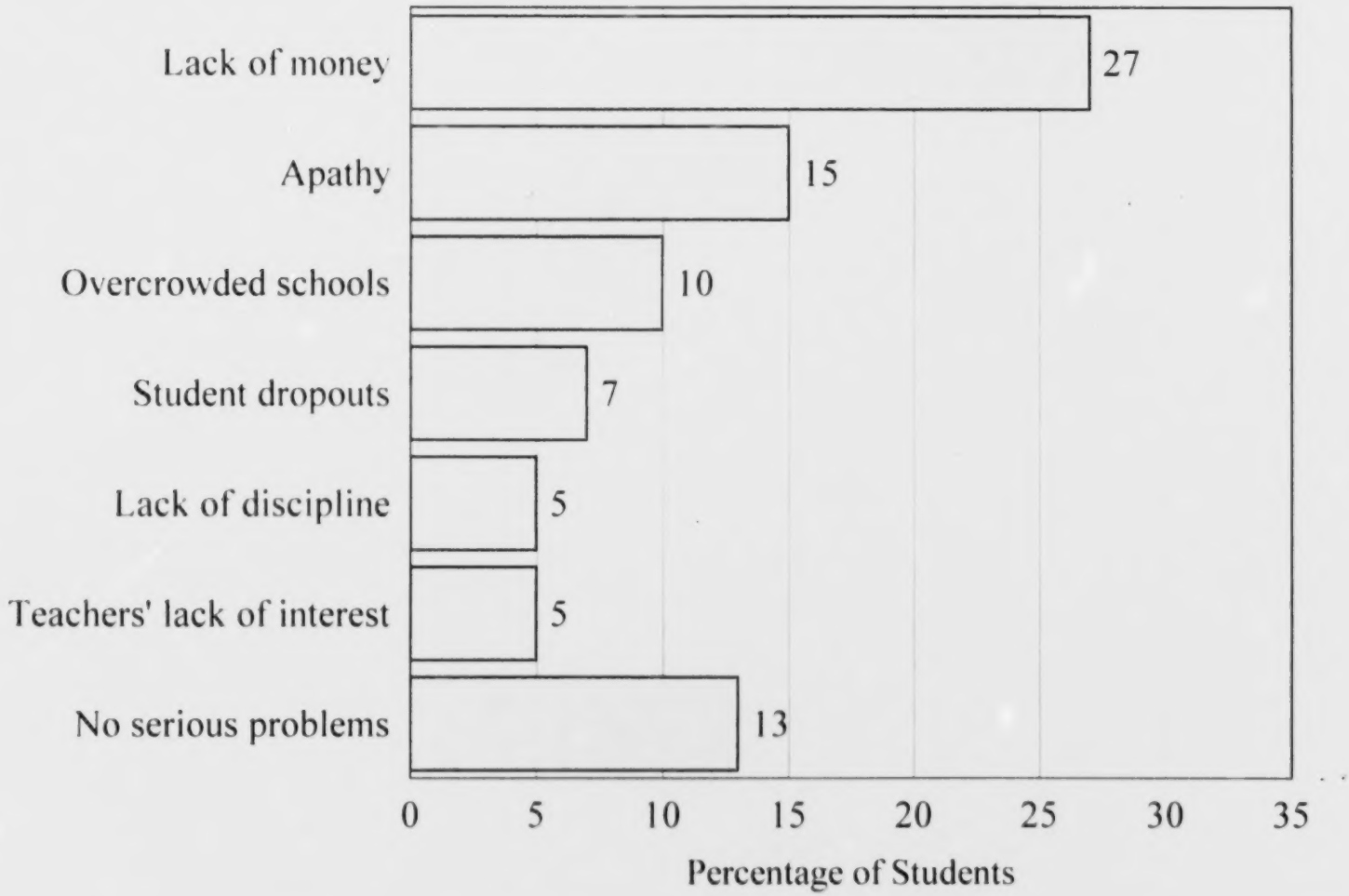

Figure 11. Biggest Problems Facing Schools (N = 15,078)

Graduates were also asked to identify the best features of their schools. As top features, a number of students noted their school's quality of education (17%), teachers (16%), variety of programs (15%), school locations (14%), counselors (11%), and extracurricular activities (10%).

Finally, seniors rated their high schools on the quality of instruction in language arts, mathematics, science, geography, history, computer science, and employment preparation. All areas received Above Average ratings (mean = 3.5) (Figure 12). Students also rated their school's reputation, school spirit, instructional programs, and condition of school buildings as Average (mean = 3.2) (Figure 13).

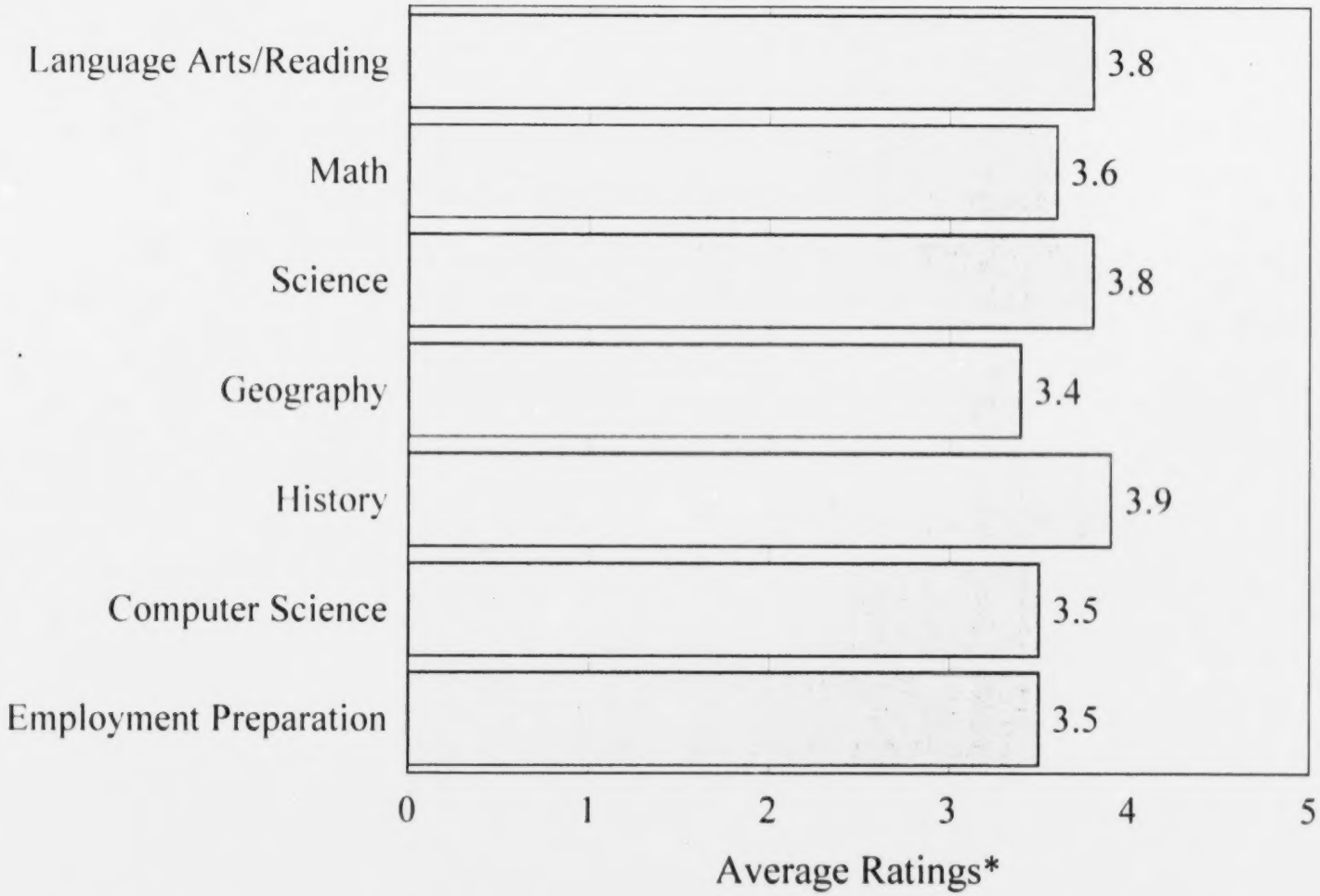

Figure 12. Seniors' Ratings of Quality of Their Instruction

*Scale is (5) = Excellent, (4) = Above Average, (3) = Average, (2) = Below Average, and (1) = Poor. Number of reponses vary by subjects.

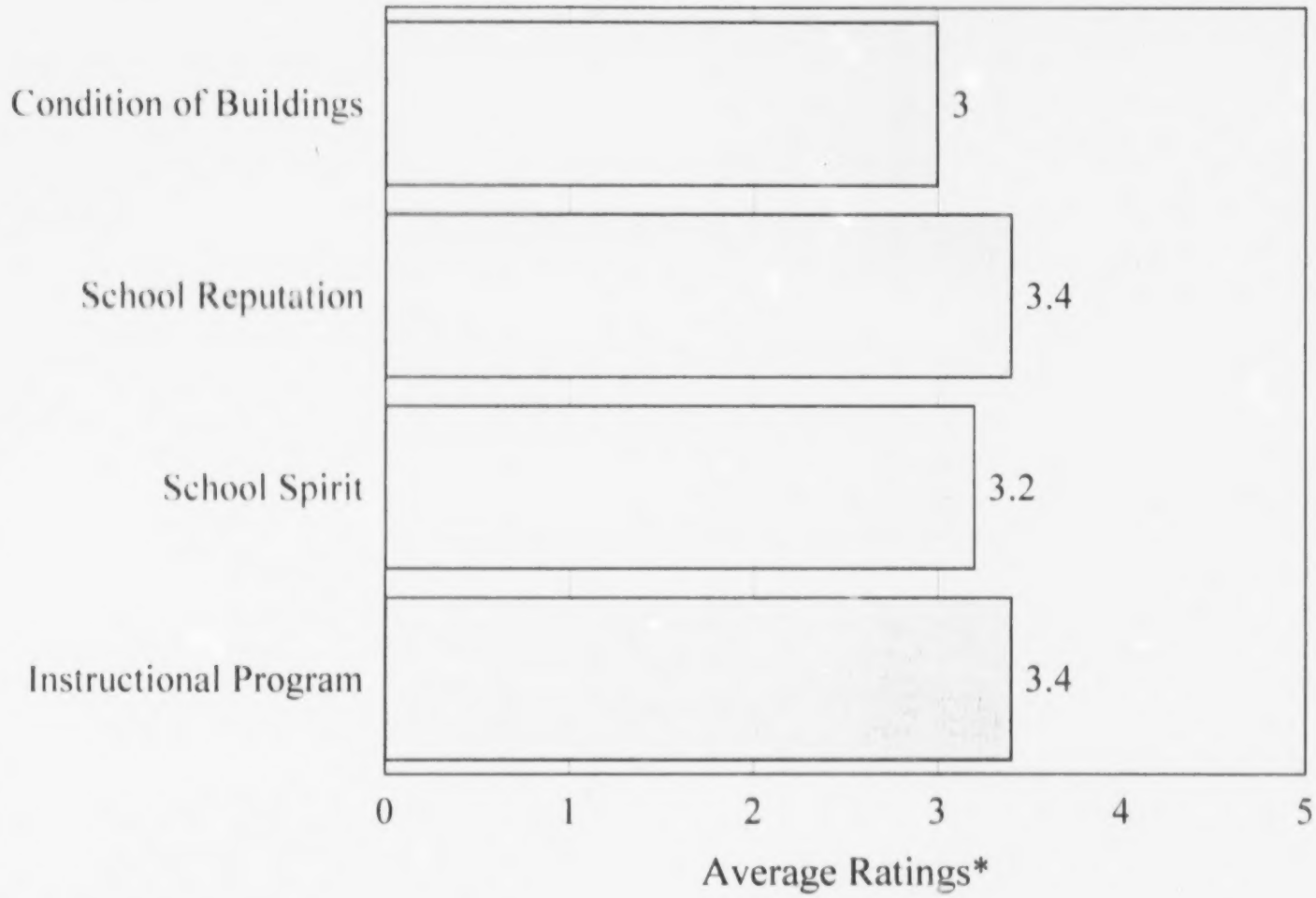

Figure 13. Seniors' Ratings of Their Schools

*Scale is (5) = Excellent, (4) = Above Average, (3) = Average, (2) = Below Average, and (1) = Poor. Number of responses vary by issues.

APPENDIX A

TABLES

Table A-1

Number of Surveys Returned, by School

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
Addams HS	9	9	100.0
Aggeler HS	1	5	--*
Aliso HS	7	15	--*
Avalon HS	7	6	85.7
Banning HS Magnet Center	68	62	91.2
Banning HS	479	444	92.7
Bell HS	621	643	--*
Belmont HS	756	225	29.8
Birmingham HS	405	362	89.4
Birmingham Journalism Technology	70	32	45.7
Boyle Heights HS	4	3	75.0
Bravo Medical Magnet HS	346	311	90.0
Canoga Park HS	265	233	88.0
Carson HS	510	332	65.1
Central HS	121	12	9.9
Chatsworth HS	536	438	81.7
Cheviot Hills HS	23	9	39.1
City of Angles	661	65	9.8
Cleveland HS	227	207	91.2
Cleveland Humanities	437	50	36.5
Crenshaw HS	368	245	66.6
Crenshaw Technical Trade Academy	56	1	1.8
Del Rey HS	26	20	77.0
Dorsey HS	188	55	29.3
Dorsey Math/Science Tech	75	44	58.7
Downtown Business HS	152	121	79.6
Eagle Center Hollywood	8	5	62.5
Eagle Rock HS	384	309	80.5
Eagle Tree Continuation HS	5	4	80.0
Earhart HS	19	4	21.1
Einstein HS	2	2	100.0
El Camino Real HS	621	442	71.2
Elizabeth Learning Center	48	48	100.0
Evergreen HS	6	2	33.0
Fairfax HS	339	237	69.9
Fairfax Visual Arts	56	36	64.3
Fashion Career HS	18	17	94.4
Foshay Learning Center	82	64	78.1
Francis Poly HS	464	223	48.1
Franklin HS	454	349	76.9
Franklin HS Magnet Center	78	32	41.0
Fremont HS	514	317	61.7

Table A-1 (Continued)

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
Gardena HS	468	250	53.4
Gardena Foreign Language/Itn'l. Study	42	40	95.2
Garfield HS	651	548	84.2
Granada Hills HS	548	489	89.2
Granada/CSUN Math/Science Tech Center	103	84	81.6
Grant Communication Magnet	71	6	8.5
Grant HS	524	427	81.5
Grey HS	20	18	90.0
Hamilton HS	324	205	63.3
Hamilton Humanities	68	27	39.7
Hamilton Music Academy	182	69	37.9
Hollywood Performance Arts	109	18	16.5
Hollywood HS	401	194	48.4
Huntington Park HS	607	414	68.2
Independence HS	16	16	100.0
Jefferson HS	409	280	68.5
Jordan HS	255	226	88.6
Jordan Math/Science Tech	51	41	80.4
Kennedy HS	451	426	94.5
King/Drew Medical Magnet HS	60	24	40.0
Los Angeles Center for Enriched Studies	184	151	82.1
LAUSD CLEI Magnet	24	17	70.8
LAUSD/USC Math/Science Magnet	54	48	88.9
Leonis HS	14	12	85.7
Lewis HS	17	16	94.1
Lincoln HS	444	375	84.5
Locke HS	205	129	62.9
London HS	30	11	36.7
Los Angeles High School	403	267	66.3
Manual Arts Magnet Center	116	68	58.6
Mid-City Alternative School	14	12	85.7
Miller HS	2	3	--*
Mission HS	5	5	100.0
Moneta HS	12	7	58.3
Monroe HS	536	284	53.0
Monroe Law/Government Magnet	86	71	82.6
Mt. Lukens HS	3	4	--*
Narbonne HS	321	132	41.1
Narbonne Magnet Math/Science	98	66	67.4
Newmark HS	5	10	--*
North Hollywood HS	471	149	31.6
North Hollywood/L.A. Zoo Biology Science	67	60	90.0
Odyssey HS	10	13	--*
Owensmouth HS	14	2	14.3

Table A-1 (Continued)

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
Palisades Charter HS	374	427	--*
Phoenix HS	11	11	100.0
Pueblo De Los Angeles HS	12	6	50.0
Ramona HS	9	12	--*
Reseda EPS Magnet	58	55	94.8
Reseda HS	237	189	79.8
Riley Hospital School	24	10	41.7
Rodia HS	6	7	--*
Roosevelt HS	687	163	23.7
Roosevelt Math Science Tech	69	27	39.1
San Fernando HS	586	471	80.4
San Pedro HS	466	102	21.9
Sherman Oaks CES	161	120	74.5
Sylmar Math/Science Magnet	92	91	98.9
Slymar HS	366	235	64.2
South Gate HS	661	223	33.7
Taft HS	525	444	84.6
Thoreau HS	15	11	73.3
Truth HS	4	4	100.0
University HS	472	219	46.4
Valley Alternative School	41	27	65.9
Van Nuys HS	393	361	91.9
Van Nuys HS Math Science Magnet	139	76	54.7
Van Nuys HS Performance Arts	86	46	53.5
Van Nuys Medical Careers Center	47	29	61.7
Venice for Language Magnet	88	79	89.9
Venice HS	285	204	71.6
Westchester HS	291	107	36.8
Westchester Mathematics Science/Aerospace	70	97	--*
Westside Alternative School	28	21	75.0
Whitman HS	9	9	100.0
Wilson HS	366	171	46.7
Youth Opportunity Unlimited Altern. HS	34	25	73.5
Total	24,423	15,875[1]	

Note. Number of 12th grade students enrolled was taken from the Fall 1997 Preliminary Ethnic Survey. Magnet schools do not show number of surveys returned if their surveys were returned with their regular high schools.

[1]High schools that did not return their surveys are not included in the list.

*Return percentages exceeding 100% were omitted, the case for 10 schools. Percentages exceeded 100% when the number of surveys returned was higher than schools' 12th grade enrollment in Fall 1997.

Table A-2

Grade-Point-Average (GPA) of Seniors, by Ethnicity and Gender

Ethnicity/Gender	4.00 to 3.50		3.49 to 3.00		2.99 to 2.00		1.99 to 0.08	
	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	25	20.3%	50	40.7%	45	36.6%	. 3	2.4%
Asian	525	41.5	413	32.6	320	25.3	8	0.6
Black	275	8.7	1,049	33.2	1,731	54.8	103	3.3
Filipino	133	27.4	183	37.7	164	33.8	5	1.0
Hispanic	652	10.7	2,040	33.4	3,229	52.9	184	3.0
Pacific Islander	9	13.2	25	36.8	32	47.1	2	2.9
White	689	32.8	730	34.8	662	31.6	17	0.8
Total Respondents	2,308	17.3	4,490	33.8	6,183	46.5	322	2.4
Male	993	15.2	1,999	30.6	3,346	51.2	192	2.9
Female	1,398	19.5	2,612	36.5	3,018	42.1	136	1.9
Total Respondents	2,391	17.5	4,611	33.7	6,364	46.5	328	2.4

Note. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.
Grade point average scale: 4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D

Table A-3

Hours of Homework Completed by Seniors Each Week, by Ethnicity and Gender

Ethnicity/Gender	Less Than 1 Hour/Week		1-2 Hours Weekly		3-4 Hours Weekly		5-6 Hours Weekly		1 Hour Daily		2 Hours Daily	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	22	16.5%	23	17.3%	26	19.5%	15	11.3%	11	8.3%	36	27.1%
Asian	55	3.9	117	8.4	218	15.6	179	12.8	167	11.9	664	47.4
Black	321	9.0	603	16.8	815	22.8	483	13.5	392	10.9	466	27.0
Filipino	27	5.0	55	10.1	109	20.1	61	11.3	52	9.6	238	43.9
Hispanic	423	6.1	950	13.6	1,553	22.2	976	14.0	881	12.6	2,201	31.5
Pacific Islander	7	8.9	11	13.9	19	24.1	8	10.1	12	15.2	22	27.8
White	159	7.0	276	12.1	393	17.2	356	15.6	321	14.0	781	34.2
Average Total Responses	1,014	7.0	2,035	14.0	3,133	21.6	2,078	14.3	1,836	12.7	4,408	30.4
Male	622	8.5	1,095	14.9	1,618	22.1	980	13.4	1,038	14.2	1,973	26.9
Female	429	5.3	987	12.1	1,599	19.7	1,171	14.4	863	10.6	3,078	37.9
Average Total Responses	1,051	6.8	2,082	13.5	3,217	20.8	2,151	13.9	1,901	12.3	5,051	32.7

Note. Group totals by ethnicity and gender differ because some students did not identify their ethnicity. Percentages are row percentages.

Table A-4

Seniors SAT I Scores, by Ethnicity and Gender

Ethnicity/Gender	Verbal		Math	
	n	Mean Score	n	Mean Score
American Indian/Alaskan Native	33	563	33	558
Asian	779	537	778	602
Black	671	470	674	470
Filipino	186	502	187	521
Hispanic	1,103	457	1,105	471
Pacific Islander	20	506	19	515
White	902	570	902	584
Total Respondents	3,694	507	3,698	529
Male	1,864	518	1,861	552
Female	1,943	501	1,948	509
Total Respondents	3,807	509	3,809	530
All Respondents	3,841	510	3,845	530

Note. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.

Table A-5

Reasons That Seniors Considered Dropping Out, by Ethnicity and Gender

Ethnicity/Gender	Poor Grade		Financial Hardship		Problems with Teachers		Difficulty With Schoolwork		Age 18 or Older		Students at School		Family Reasons		Behavior Problems		Work Responsibilities		Attendance Problems		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	15	13.0%	9	7.8%	14	12.2%	10	8.7%	6	5.2%	12	10.4%	13	11.3%	8	7.0%	5	4.3%	8	7.0%	15	13.0%
Asian	52	11.5	25	5.5	54	12.0	44	9.8	28	6.2	37	8.2	54	12.0	31	6.9	31	6.9	45	10.0	50	11.1
Black	217	16.7	89	6.9	96	7.4	105	8.1	57	4.4	83	6.4	205	15.8	63	4.9	114	8.8	154	11.9	114	8.8
Filipino	24	11.2	12	5.6	17	7.9	20	9.3	13	6.0	21	9.8	29	13.5	14	6.5	19	8.8	26	12.1	20	9.3
Hispanic	405	15.4	204	7.7	181	6.9	242	9.2	112	4.2	119	4.5	436	16.5	165	6.3	243	9.2	298	11.3	231	8.8
Pacific Islander	7	13.2	3	5.7	5	9.4	5	9.4	2	3.8	4	7.5	4	7.5	2	3.8	5	9.4	8	15.1	8	15.1
White	118	12.9	50	5.5	111	12.1	67	7.3	39	4.3	88	9.6	97	10.6	42	4.6	65	7.1	96	10.5	141	15.4
Average Total Responses	838	14.8	392	6.9	478	8.4	493	8.7	257	4.5	364	6.4	838	14.8	325	5.7	482	8.5	635	11.2	579	10.2
Male	415	13.9	235	7.9	291	9.7	253	8.5	163	5.5	182	6.1	386	12.9	188	6.3	280	9.4	286	9.6	311	10.4
Female	442	15.1	181	6.2	208	7.1	253	8.6	103	3.54	203	6.9	489	16.7	153	5.2	229	7.8	366	12.5	302	10.3
Average Total Responses	857	14.5	416	7.0	499	8.4	506	8.6	266	4.5	385	6.5	875	14.8	341	5.8	509	8.6	652	11.0	613	10.4

Note

1 Percentages are row percentages. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.
2 Students may have endorsed more than one item. Only 16% of the seniors who reported having considered dropping out responded to this item.

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Table A-6

Reasons That Seniors Changed Their Minds About Dropping Out, by Ethnicity and Gender

Ethnicity/Gender	Encouraged by Family		Encouraged by Peers		Encouraged by Counselors		Encouraged by Teachers		Encouraged by Administrators		Believed It's Important to Graduate		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	9	13.0%	8	11.6%	4	5.8%	6	8.7%	5	7.2%	23	33.3%	14	20.3%
Asian	52	15.6	45	13.5	21	6.3	18	5.4	6	1.8	143	42.9	48	14.1
Black	254	20.2	142	11.3	101	8.0	102	8.1	44	3.5	489	38.9	126	10.0
Filipino	34	17.9	27	14.2	16	8.4	17	8.9	6	3.2	79	41.6	11	5.8
Hispanic	500	19.7	293	11.6	202	8.0	218	8.6	70	2.8	994	39.2	259	10.2
Pacific Islander	9	21.4	6	14.3	2	4.8	5	11.9	4	9.5	12	28.6	4	9.5
White	130	18.5	85	12.1	54	7.7	47	6.7	20	2.9	263	37.5	102	14.6
Average Total Responses	988	19.3	606	11.8	400	7.8	413	8.1	155	3.0	2,003	39.1	564	11.0
Male	507	19.7	299	11.6	199	7.7	206	8.0	83	3.2	966	37.5	313	12.2
Female	503	18.4	330	12.1	210	7.7	223	8.2	81	3.0	1,109	40.6	276	10.1
Average Total Responses	1,010	19.0	629	11.9	409	7.7	429	8.1	164	3.1	2,075	39.1	589	11.1

Note.

1. Percentages are row percentages. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.
2. Students may have endorsed more than one item. Only 16% of the seniors who reported having considered dropping out responded to this item.

Table A-7

Seniors' Plans for Fall 1998, by Ethnicity and Gender

Ethnicity Gender	Full-Time Student 4-year College		Full-Time Student 2-year College		Full-Time Student Voc/Tech School		Part-Time Student		Part-Time Student Part-Time Worker		Part-Time Student Homemaker	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian Alaskan Native	57	42.5%	33	24.6%	4	3.0%	8	6.0%	18	13.4%	--	--
Asian	944	67.5	267	19.1	21	1.5	15	1.1	103	7.4	2	0.1%
Black	1,160	32.7	984	27.7	239	6.7	222	6.3	661	18.6	6	0.2
Filipino	253	46.7	125	23.1	21	3.9	18	3.3	86	15.9	2	0.4
Hispanic	1,885	27.1	1,755	25.3	438	6.3	419	6.0	1,694	24.4	24	0.3
Pacific Islander	25	32.1	19	24.4	4	5.1	6	7.7	18	23.1		
White	1,044	45.9	599	26.3	60	2.6	98	4.3	299	13.1	5	0.2
Average Total Responses	5,368	36.0	3,782	25.3	787	5.3	786	5.3	2,879	19.3	39	0.3
Male	2,363	32.6	1,873	25.9	470	6.5	471	6.5	1,205	16.6	3	0.0
Female	3,161	39.0	2,038	25.1	322	4.0	334	4.1	1,748	21.6	39	0.5
Average Total Responses	5,524	36.0	3,911	25.5	792	5.2	805	5.2	2,953	19.2	42	0.3

Note. The percentages are row percentages. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.

Table A-7 (Continued)

Ethnicity/Gender	Full-Time Worker		Part-Time Worker		Apprentice-ship Program		Military		Full-Time Homemaker		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	1	0.7%	0	0.0%	0	0.0%	8	6.0%	0	0.0%	5	3.7%
Asian	9	0.6	4	0.3	2	0.1	22	1.6	1	0.1	8	0.6
Black	83	2.3	8	0.2	5	0.1	135	3.8	1	0.0	48	1.4
Filipino	4	0.7	--	--	1	0.2	26	4.8	--	--	6	1.1
Hispanic	238	3.4	37	0.5	7	0.1	267	3.8	5	0.1	177	2.5
Pacific Islander	--	--	--	--	--	--	5	6.4	--	--	1	1.3
White	48	2.1	6	0.3	3	0.1	60	2.6	2	0.1	50	2.2
Average Total Responses	383	2.6	55	0.4	18	0.1	523	3.5	9	0.1	295	2.0
Male	239	3.3	28	0.4	15	0.2	411	5.7	5	0.1	159	2.4
Female	157	1.9	27	0.3	4	0.0	125	1.5	4	0.0	151	1.9
Average Total Responses	396	2.6	55	0.4	19	0.1	536	3.5	9	0.1	310	2.0

Note. The percentages are row percentages. Group totals by ethnicity and gender differ because some students did not identify their ethnicity.

Table A-8

Listing of Vocational and Technical Schools or Colleges and Universities Seniors Plan to Attend in Fall 1998

School	Number of Students
Santa Monica College	1,145
California State University, Northridge	847
Pierce City College	824
Valley College	606
California State University, Los Angeles	437
El Camino College	401
East Los Angeles City College	401
Pasadena City College	401
University of California, Los Angeles	387
Mission College	291
California State University, Long Beach	264
Cerritos College	258
Los Angeles City College	231
Los Angeles Trade Technical College	217
California State University, Dominguez Hills	207
Harbor City College	205
Glendale College	200
University of California, Berkeley	191
University of California, Irvine	185
University of California, Santa Barbara	164
University of Southern California	159
University of California, Riverside	153
San Diego State University	151
ITT Institute	149
College of the Canyon	127
Rio Hondo College	122
Moorpark College	119
California Polytechnic University, Pomona	96
Mount St. Marys College	91
Long Beach City College	88
University of California at San Diego	82
University of California, Santa Cruz	79
West Los Angeles City College	64
Devry Institute of Technology	62
Loyola Marymount University	60
South West College	58
San Francisco State University	52
Greensboro College	48
Universal Technical Institute	46
California State University, Fullerton	45
Fashion Institute of Design and Merchandising	44
US Merchant Marine Academy	44

Table A-8 (Continued)

School	Number of Students
Brooks Institute of Photography	40
West Valley Occupational Center	40
Bryman College	39
US Naval Academy	38
TTC	32
University of California, Davis	32
University of Arizona	28
California Polytechnic University, San Luis Obispo	27
North Valley Occupation	22
Pasadena Art Center	21
Brigham Young University	20
Military Technical School	20
Clark College	19
Humboldt State University	18
Stanford University	17
Woodbury College	17
American Career College	17
Harvard University	16
Massachusetts Institute of Technology (MIT)	15
Pomona Community College	15
Howard University	14
Marymount College	14
Occidental College	14
Otis Art Institute of Parsons School of Design	14
University of Nevada, Las Vegas	14
University of Michigan	14
Compton Community College	13
Mount San Antonio College	13
San Jose State University	13
California State University, Fresno	12
Somona State University	12
University of La Verne	12
United States Airforce Academy	12
United Education Institute (UEI)	12
California State University, San Bernardino	10
New York State College	10
Riverside Community College	10
Santa Barbara City College	10
University of San Diego	9
Whittier College	9
Abraham Friedman Occupation Center	8
Arizona State University	8
Boston University	8
Columbia University	8
University of Washington	8

Table A-8 (Continued)

School	Number of Students
Yale University	8
Concorde Vocation School	8
East Los Angeles Occupational Center	8
Kay Brown Beauty School	7
Morehouse College	7
Pepperdine University	7
University of Colorado	7
Hampton University	7
Tuskegee University	7
Xavier University	7
Boston College	6
California Technical University	6
Claremont McKenna College	6
Cornell University	6
Musicians Institute	6
Pitzer College	6
University of Pennsylvania	6
Computer Learning Center	5
California Institute of the Arts	5
Grambling State University	5
Mesa College	5
University of Oregon	5
University of Redlands	5
East Los Angeles Skill Center	5
Johnson and Wales University	5
Fresno City College	5
Embry-Riddle Aeronautical University	5
Harbor Skilled Center	5
High-Tech Institute	5
Modern Technology School of X-Ray	5
St. Francis College	5
Biola University	4
California Lutheran College	4
Chapman University	4
Cuesta College	4
Northwestern University	4
Vidal Sassoon Academy	4
Occupational Training Services	4
Police Academy	4
Santa Rosa Junior College	4
Dillard University	4
Indiana University	4
California Institute of Technology	4
Antelope Valley College	4
Wellesley College	4

Table A-8 (Continued)

School	Number of Students
University of Wisconsin	4
Hawaii Pacific College	4
University of Miami	4
Lane Community College	4
University of Tennessee	4
Azusa Pacific University	3
California State University, Bakersfield	3
Franklin College	3
Job Corps	3
Marinello School of Beauty	3
Princeton University	3
Ricks College	3
Sacramento City College	3
Sierra College	3
Spartan School of Aeronautics	3
Spelman College	3
Fullerton Community College	3
Los Angeles Vocational College	3
University of Notre Dame	3
Oberlin College	3
New Mexico State University	3
California State University, Stanislaus	3
Concordia College	3
Cabrillo College	3
Duke University	3
California State University, Hayward	3
Wilberforce University	3
Citrus College	3
University of Chicago	3
University of Denver	3
Wesleyan University	3
San Bernardino Valley College	3
University of Pennsylvania	3

Note. Only schools with more than two responses are listed. More than 250 schools were named.

Table A-9

Listing of Seniors' Future Occupations

Occupation	Number of Students
Teacher	1,140
General/Other	810
Business	784
Physician	733
Nurse	654
Law Enforcement	637
Attorney	428
Psychologist	382
Computer Programmer	378
Computer Technician	313
Engineer	311
Entertainer	294
Designer	286
Computer Scientist	263
Accountant	247
Architect	207
Physical Therapist	195
Mechanic	194
Artist	175
Firefighter	173
General Medicine	160
Armed Forces	158
Writer/Journalist	156
Social Worker	132
Musician	123
Veterinarian	119
Electrical Engineer	118
Athlete	110
Medical Assistant	100
Pharmacist	94
Secretary	89
Broadcaster	87
Dentist	87
Manager	87
Beautician	86
Self-employed	79
Electronics	71
Electrician	69
Clerk/Clerical Staff	67
Politician	60
Marketer	59
Mechanical Engineer	59

Table A-9 (Continued)

Occupation	Number of Students
Communication Person	57
Child Care Worker	56
Computer Operator	54
Teacher Assistant	52
Chef - Cook	51
Pilot	51
Biologist	50
Realtor	48
Photographer	47
Cinematographer	47
Drafter	46
Sales	45
Advertiser	42
Airline Worker	41
Airline Attendant	40
Dentist Assistant	40
Administrative Assistant	37
Bank Teller	37
Counselor	35
Construction Worker	34
Zoologist	34
Marine Biologist	33
Probation officer	31
Banker	29
Stock Broker	27
Scientist	27
Chemist	25
Civil Engineer	25
Financial/Loan Processor	25
Cashier	24
Television Communication Person	22
Travel Agent	20
Hotel Personnel	18
Public Relations Person	16
Contractor	15
Paramedic	15
Optometrist	14
Driver	14
Plumber	13
Sociologist	13
Carpenter	12
Dental Hygienist	12
Astronomer	11
Refrigeration/Aircon/Heating Engineer	11

Table A-9 (Continued)

Occupation	Number of Students
Astronaut	10
Guard	10
Home Maker	10
Insurance Agent	10
Interpreter	10
Occupational Therapist	10
Video Technician	10
Environmentalist	9
Food Service Personnel	9
Archeologist	9
Receptionist	9
Speech Therapist	9
Gardener	8
Janitor	8
Lifeguard	8
Maintenance Staff	7
Mortician	7
Publisher	7
Nutritionist	7
Longshoremen	6
Microbiologist	6
Minister	6
Model	6
Painter	6
Printer	6
Researcher	6
Waiter/Waitress	6
Welder	6
Delivery Person	5
Health Care Personnel	5
Historian	5
Postal Employee	5
Anthropologist	4
Barber	4
Geologist	4
Hospital Aide	4
Horticulture	4
Data Entry Operator	4
Jeweler	4
Bartender	3
Cable TV Installer	3
Coroner	3
Court Reporter	3
Customer Service Personnel	3

Table A-9 (Continued)

Occupation	Number of Students
Forest Ranger	3
Laborer	3
Librarian	3
Oceanographer	3
Telemarketer	3

Note. Only occupations with more than two students are listed. More than 100 occupations were named.

APPENDIX B

QUESTIONNAIRE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Program Evaluation and Research Branch

Spring 1998

Survey of 12th Graders

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch

Survey of 12th Graders

Spring 1998

Dear 12th Graders:

We need to learn about your educational experiences and your goals for the future. We are asking you, just as we asked seniors in past years, to tell us about your plans after graduating and about your high school experiences.

This survey covers a range of topics, including background information, plans, and opinions. You personally know all the answers because the questions are about you The personal information requested on the form is needed to verify that it comes from a 12th grader. Your answers will be kept in strict confidence. The results will be reported only as summaries, combining all answers in averages. No student names will appear with the responses.

Please use this class period to tell us about your high school experiences and your plans after graduating. You are the only one who can answer these question about your experiences, plans, and opinions.

Thank you very much for being such an important part of this survey, and best wishes for success and happiness.

Sincerely yours,

Barbara A. Smith, Administrator
Program Evaluation and Research Branch

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch
Research and Evaluation Unit

Spring 1998 Survey of 12th Graders

Part I: High School Experience

1. Student name _____
Last First Initial

2. (a) Sex (Circle one.): Male Female

(b) Birthday: Month ___ Day ___ Year ___

3. Ethnic group (*Check one only.*)

American Indian/ Alaskan Native___ Pacific Islander___	Black, not Hispanic___	Asian___	Filipino___	White, not Hispanic___

4. Permanent address _____
Street

_____
City State Zip Code

5. School name _____

6. Do you live in this school's (item 5) attendance area?

Yes ___ No ___ Don't know ___

7. Which one of the following programs are you participating in this year? (*Check one.*)

___ Satellite Zone Program (SAT)

___ Capacity Adjustment Program (CAP)

___ Permits With Transportation (PWT)

___ None of the above

___ Don't know

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(continued)

8. Do you expect to graduate in June 1998? Yes ___ No ___

9. When you graduate, which will you received? (*Check <u>one</u> only.*)

   A diploma ___ A letter of recommendation instead of a diploma ___

10. Did you work Part-Time while in high school? Yes ___ No ___

11. In what kind of high school courses were you enrolled? (*Check <u>one</u> only.*)

    General academic___ College preparatory___ Vocational___

12. Did you take ESL (English as a Second Language) classes in high school?

    Yes ___ No ___

13. Have you taken the Scholastic Aptitude Test (SAT)?

    Yes ___ No___ (*If "No," skip to item 14.*)

    How many times have you taken the SAT? ___ What were your best SAT scores?

    Verbal ___ Mathematics ___

14. Have you taken the American College Test (ACT)? Yes ___ No ___ (*If "No," skip to item 15.*)

    How many times have you taken the ACT? ____

    What was your <u>best</u> composite ACT score? ___

15. Using A = 4.0, B = 3.0, C = 2.0, and D = 1.0, what is your overall high school grade-point average(GPA)? ___.___

16. On the average, about how many hours of homework were you assigned each week in high school? (*Check <u>one</u> only.*)

    1 hour or less per *week* ___ 1-2 hours per *week* ___ 3-4 hours per *week* ___

    5-6 hours per *week* ___ 1 hour per *day* ___ 2 hours or more per *day* ____

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(continued)

17. Did you ever consider dropping out of school? Yes ___ No ___
(If "No," skip to item 20.)

18. If "Yes" for question 17, why did you consider dropping out?
(Check all that apply.)

Poor grades ___
Financial difficulties ___
Teacher problems ___
Difficulty with schoolwork ___
Age: 18 or older ___
Students at school ___
Work responsibilities ___
Behavior problems ___
Work responsibilities outside of school ___
Attendance problems ___
Other _____
(Please specify.)

19. If "Yes" for question 17, why did you change your mind about dropping out? *(Check all that apply.)*

Encouraged by family ___
Encouraged by peers ___
Encourage by counselors ___
Encouraged by teachers ___
Encouraged by administrators ___
Believed it was important to graduate ___
Other _____
(Please specify.)

20. Including all college preparatory classes you have taken from 9th through 12th grade (and classes you are taking now), write the total number of YEARS you have taken classes in each of the subject categories listed below. If you repeated a class for a grade change, count that class only once.

(Example: If you have taken 1 year of French and 1/2 year of Spanish, you would write: 1 1/2 Foreign language.)

___ History, government, economics, geography

___ English (literature, composition, etc.)

___ College preparatory mathematics (algebra, geometry, etc.)

___ Laboratory science, (biology, chemistry, etc.)

___ Foreign language (French, Spanish, etc.)

___ Visual and performing arts (music, art, etc.)

___ College preparatory electives (visual and performing arts, advanced mathematics, etc.)

(continued)

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21. In what grade did you begin Algebra 1?
(*Check one.*) (*If you have not taken algebra, skip to item 24.*)

7th ___ 8th ___ 9th ___

10th ___ 11th ___ 12th ___ Not taken ___

22. What was your Algebra 1A grade? ___

23. What was your Algebra 1B grade? ___

24. If you have not taken Algebra 1, why not? (*Check all that apply.*)

Algebra was too difficult ..... _____
Not interested in algebra ..... _____
Don't need algebra ..... _____
Don't like the algebra teachers ..... _____
Don't like mathematics ..... _____
Don't have any ability in mathematics ..... _____
Not going to college, so don't need algebra ..... _____
Counselor did not put me in algebra ..... _____
Dropped out of algebra ..... _____
Other (*Please specify.*) _____

25. In high school, were there courses that you did not take but wish you had? (*Check all that apply).*

_____Business Education
_____Computer Science
_____Geography
_____History
_____English Elective
_____Mathematics
_____Fine Arts (music, art)
_____Industrial Arts (shop)
_____Foreign Language
_____Laboratory Science
_____Social Science
_____Other _____

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(continued)

Part II: Plans

26. Choose the phrase that best describes your main plans for Fall 1998. (*Check <u>one</u> only.*)

Full-time student in a 4-year college/university ..... ____
Full-time student in a 2-year college ..... ____
Full-time student in a vocational/technical school or skills center ..... ____

Part-Time student ..... ____
Part-Time student and Part-Time worker ..... ____
Part-Time student, homemaker ..... ____
Full-time worker ..... ____
Part-Time worker ..... ____

Worker in an apprenticeship program ..... ____
Full-time military enlisted person ..... ____
Full-time homemaker ..... ____
Other (travel, take a break, attend school <u>later</u>, have no plans) Please describe "Other." _____

27. What is the name of the job or occupation you plan to have in the future?

Specify: _____

28. Please write the full name of the vocational/technical school or college/ university you will be attending in Fall 1998.

_____

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(continued)

Part III: Opinions

29. What is the single, most serious problem facing your school? (Check one only.)

Lack of money	___	Student lack of interest	___
Poor curriculum	___	Large school/overcrowded	___
Lack of discipline	___	Lack of qualified teachers	___
Student use of drug	___	School board policies	___
Teacher lack of interest	___	Gang activity	___
Students dropping out, not graduating	___	There are no serious problems	___
		Other: _____ (*Please specify.*)	

30. What is the single, best feature of your school? (*Check one only.*)

Quality of education	___	Counselors	___
Teacher	___	Discipline	___
Administrators	___	Location	___
Curriculum	___	Variety of programs	___
Communication with parents	___	Extracurricular activities	___
		Other: _____ (*Please specify.*)	

Please use the following scale for items 30 and 31.

Excellent A	Above average B	Average C	Below average D	Poor F	Don't know DK

31. Please rate the quality of instruction at your school in the following areas: (*Circle one answer for each item.*)

Language arts/reading	A	B	C	D	F	DK
Mathematics	A	B	C	D	F	DK
Science	A	B	C	D	F	DK
Geography	A	B	C	D	F	DK
History	A	B	C	D	F	DK
Computer science	A	B	C	D	F	DK
Employment preparation	A	B	C	D	F	DK

(continued)

32. Please rate your school on each of the following aspects:

Condition of school buildings and classrooms	A	B	C	D	F	DK
School reputation in the community	A	B	C	D	F	DK
School spirit	A	B	C	D	F	DK
Instructional program	A	B	C	D	F	DK

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